

Health Education 340
Curriculum and Resources
Course Syllabus

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Course Description:

The purpose of this course is to become familiar with current skills-based school health curriculum and various resources to support sound educational practices, gain comfort applying the SHAPE America Standards for Health Education to lesson plans and unit plans, develop skills in writing learning outcomes and lesson plans in health education, and lastly to gain an appreciation and understanding of Comprehensive School Health Education (CSHE) programs. As a course in teacher preparation it is important to gain an understanding of the elements of comprehensive school health education and to appreciate your role and function in this evolving process. In this endeavor we will:

1. Demonstrate the appropriate application of CSHE in a school setting.
2. Explore appropriate skills-based curriculum for K-12 health education.
3. Develop a unit plan specific to a chosen content area that focuses on various health education skills and incorporates skills associated with SHAPE America's standards for health education.
4. Become aware of controversies and responsible ways of reducing and dealing with controversy, determine how to proactively handle controversy in your school.
5. Consider ways information necessary to teach health education in schools can be used collaboratively and cooperatively.
6. Identify resources for teaching K-12 health education, especially focusing on the use of technology and the internet.
7. Understand and appreciate the role of a health education coordinator.

Attendance:

Professionalism starts now. Students are expected to attend class and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the “Course Assignments” section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled class or exam time.

*****Any unexcused absence will result in a reduction of a full letter grade from your final grade.*****

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another’s work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures:

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer

program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom Behavior:

I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Assignments

Exams: (300 points)

There will be 3 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each others. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Resume: (50 points)

Your resume determines if you get in the door for an interview. It is very important. It sets you apart from your peers. Your resume must be perfect. The resume speaks for you when you are not present. If your resume is off, you don’t get the job. According to the rubric below, you either get interview, or you get discarded. Don’t get discarded.

Length: 2 pages.

Peer review process: After completing a draft of your resume you will exchange it so that it can be read by one of your peers, who will provide you with written and verbal feedback. After receiving this feedback, you will be afforded an opportunity to engage in any revisions you may deem appropriate before turning your final product into your instructor.

Components	You’re hired! A	You’re discarded. C
Bullet formatting	Consistent throughout	Different from section to section

Dates	Ordered from the most recent event/experience	Not ordered correctly
Headings	All match and make sense	Mismatched and not labeled well
General appearance	Looks polished and professional	Looks shabby
Cohesion	All sections match (wording, formatting, etc)	Sections look different. Formatting is off
Use of language	No language use errors	One or two language usage errors

5 Lesson Unit: (100 points)

This assignment will be a complete and comprehensive example of what you will be doing for the entirety of your teaching career. **You and a partner** will create a 5-lesson unit for a given content area and the grade level of your choice that will be graded.

The lessons will not be turned in at once. Instead, they will be submitted throughout the course of the semester as a series. For each lesson, you and your partner will receive feedback to be used to improve future lessons. The expectation is that you improve each submission as the semester progresses.

- For the assignment you will be assigned a content area.
- You choose the grade level.
- The unit must contain 5 lesson plans.
- Each lesson must utilize the lesson plan format used in class and must include:
 - At least 3 behavioral objectives (1 cognitive, 1 affective, 1 psychomotor).
 - At least one active learning strategy one of which must be creative and innovative
 - At least one outside reference that is relevant to the lesson (book, DVD, website, web-based activity, etc...). The material must be referenced clearly on the lesson plan.
- You must include all relevant materials: power points, handouts, worksheets, etc...

Criteria for Evaluation

Components	Exemplary (10) A+	Quality 9.5/8 A-/B-	Acceptable (7.5-6) C+/D-	Emerging (1-5.5) F
Scope and Sequence for 5 day plan	Age appropriate, content flows well from day-	Content flow and sequence solid; could be improved	Content lacking desired flow or necessary depth and smooth	Lacking depth, support and desired flow within activities

	to-day, sequence is educationally sound		transitions.	or from day-to-day.
State Standards	Aligns well with proper standards and effectively moves towards state benchmarks	Links with state standards could be better demonstrated in teaching	Moderately aligns with state standards	Inconsistent or inappropriate alignment with standards
Behavioral Objectives	Clearly stated, well written.	One or two minor errors in writing BO, but well done	Less distinct, perhaps lacking the ability to be measured appropriately	Inconsistent, perhaps lacking the proper connection to the proper learning domain
Use of Life Skills	Lesson definitely provides students with new skills or the opportunity to practice life skills	Life skills are clearly stated, but could be better applied in lesson	Moderately allows students to gain or practice stated life skills	Lack of connection of lesson civilities and purpose to stated life skills
Provides an appropriate description of the activities, employing proper methods	Well organized, easy to understand explanation of the methods needed to conduct activities	Well organized; level of understanding and replication could be improved	Explanation incomplete, lacking details that allow others ability to easily replicate activities	Description and sequencing is lacking clarity and is difficult to understand and follow
Content	Strong depth of educationally sound content, linking well to objectives and life skills	Content link to life skills and objectives is well done, but could be better	Content moderately links to stated goals and objectives.	Content lacks connection to goals and objectives
Methods	Utilizes appropriate teaching strategies to convey strong educational message,	Strategies used are effective and students are moderately involved in the learning process	Either strategies are ineffective or the learner could be much more involved in the learning process	Strategies employed used inconsistently, inappropriately or learners are passive recipients

	effectively engaging learners			
Evaluation	Effectively determines successful attainment of all stated objectives	Strong effort evaluating most of the measurable objectives	Moderately measures most of the measurable objectives	Inadequately measures stated objectives
Application of Lesson Plan Format	Followed lesson plan format using all of the stated criteria effectively	Used desired format effectively, but could improve on application	Used desired format, but lacking in some of the desired application	Lack of comfort and confidence using desired lesson plan format
Student Preparation and Organization	Well prepared and organized throughout unit plan	Well done; could have been better organized	Moderately prepared and organized	Considerable evidence of lack of preparation and organization

*****THIS IS TO BE 100% YOUR WORK, YOUR THOUGHTS, YOUR IDEAS. DO NOT USE THE WORK OF OTHERS OR PAST STUDENTS. PLAGERISING OTHERS WILL RESULT IN A ZERO GRADE*****

<u>Assignment</u>	<u>Points</u>
Exams (100 x 3)	300
Resume	50
Lesson Plans (50 x 5)	250
Total	600

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.